CHAPTER 9

SUMMARY AND CONCLUSION
Summary

The traditional type of training is no longer adequate since theory of education began to place particular stress on the pupil as an individual to be developed intellectually, physically, aesthetically, morally and emotionally and that development must take place in a particular environment with a particular culture. The teacher's preparation must, therefore, include a broad general or liberal education, training in ability to understand the place of the cultural assets that he finds in the environment and acquisition of skills in understanding his pupils as growing individuals. Teaching, in fact, has become more than a matter of the relation of the mature to the immature learner. It involves not only imparting a mastery of knowledge of a limited number of subjects but sympathetic understanding of the place of knowledge in the growth of each pupil and of its value to society. The general trend means that teaching is gradually becoming a profession, since with the acceptance of the new theory of education, the teacher can no longer look upon his job as one of imparting doses of curriculum and courses of study, prescribed by a central authority, whether local or national. He must rely not only upon his own cultural background and principles that will guide him in helping each pupil to release his potentialities to the fullest. His work is in a sense more delicate than that of the physician; like the physician he must diagnose and determine what principles to apply not to one
individual alone, but to the whole class room of individuals for whose all-round development he is responsible.

Hence a change is needed in the character of preparation of teachers from an apparenticeship to one suited to a profession. For apart from its social connotation, the most distinctive character of a profession is that its practitioners must have a prolonged and specialised preparation leading to a mastery of certain principles and techniques which are themselves based upon a specialised body of knowledge. Professions emerge as soon as there is developed body of knowledge on which principles and techniques are based. Various professions like Medicine, Law, Engineering and Architecture have emerged in this way. A number of occupations are today passing through the stage of semi-proessions to become professions in time. Teaching has thus become a profession.

It is, however, not only the knowledge of subjects and mastery of methods of teaching which are necessary for teachers to be effective. There are other factors like their attitude towards the profession of teaching, their commitment to the job and their interest in the profession - all of which indeed make them effective teachers.
Here we have attempted to study the professional commitment of the teachers of the training colleges under Calcutta University. Professional commitment of teachers depends on various factors, and favourable influence of such factors may strengthen professional commitment while a negative influence may make the teachers uncommitted to their job. We have selected some of the striking factors for our study—such as, the personal profile and social background of our respondents, their occupational background, career pattern, academic freedom and institutional set up and professional involvement of the teachers teaching in these colleges.

The present work is based on study of all the teacher training colleges under Calcutta University. There are 20 such colleges under the University with 150 full time teachers comprising 81 men and 69 women. Teacher training colleges have been classified according to their i) management ii) status and iii) type as discussed earlier in the introduction of our study. Among our respondents most of the teachers are Bengali accept ten who have Hindi, English, Punjabi and Kannarese as their mother tongue. Religionwise distribution again shows that almost all the teachers are Hindus. Only 2 are Muslims and 4 are Christians.

We have attempted to make a comparative study between men and women teachers. The central theme of this work cannot be
properly understood except in a social context. "The traditional role of a woman was her domestic role as housewife and or mother. Education was meant to train boys for jobs. Since girls were not expected to work outside the home any education that did not train them for the roles of housewife and mother was viewed as wastage". This social constraint directly affects the job opportunities of women in Indian society. This has also led to the expectation that men, as a group, might show more work involvement than women who would find role conflict between family roles and work roles. However, traditional socialisation norms are undergoing change and the extent to which sex as a factor continues to influence different aspects of professional work is an important question with regard to the teaching profession.

**Respondent's profile and social background**

Besides sex, age is an important variable in our study. It was assumed that women teachers may be more professionally committed in their middle age than younger age when their family responsibilities gradually lessen. On the other hand, men teachers may be more committed to their work in younger age but gradually become less committed as they reach their middle age. Our study shows that women teachers are late entrants in the training colleges. As a result the proportion of women teachers is lesser than men in the higher age groups but higher than men teachers in the lower age groups.
Marital status is another significant variable which influences professional commitment of teachers. Since married women teachers may not be so much professionally involved as a result of their increased household responsibilities, professional commitment may differ among men and women teachers of different marital status. Professional commitment may also differ among men and women teachers of same marital status and also among women teachers of different marital status. There are a large number of married men and women teachers in the training colleges. Also unmarried women teachers are much larger in number than unmarried men teachers. Further, it is found that unmarried women teachers and also teachers who are separated or divorced or widowed are middle aged. We had expected that unmarried women teachers would be in the initial stage of their career and so younger in age. However this is not the case. In the case of married teachers we find that a majority of them are middle aged i.e. above 45 years of age.

As regards educational qualifications of our respondents it is seen that most of them have medium educational qualifications. It is also noted that more men teachers have higher educational qualification than women teachers. While we probe into the family of the respondents it is found that our study reflects the social trend that women generally marry men whose educational qualifications are higher than their own but men marry women with similar or lower educational qualifications.
Thus, wives of a significant proportion of men teachers have low educational qualification. Further, husbands of a significant proportion of women teachers are in senior administrative and senior liberal professions while wives of a large percentage of men teachers are either not working or are in lower status jobs. Consequently, spouses of a significant segment of women teachers are in high income group whereas wives of a considerable proportion of men teachers have no income.

As regards types of families in which the respondents live we find that men teachers live either in nuclear families or in joint families with their parents. Women teachers, on the other hand, live not only in the nuclear families or in the joint families with their parents but also with their in-laws. Thus women teachers live in greater variety of families than do men. Further analysis also reveals that a large percentage of both married men and women teachers live in nuclear families. Again proportionately more married men teachers live in joint families with their parents than married women teachers and a smaller percentage of women teachers also live in joint families with their in-laws. Further, unmarried men teachers and most of the women teachers who are unmarried live in joint families with their parents.

Most of the teachers have 3 to 5 members in their families. Women teachers, however, have lesser family members than men teachers. It is also noted that a majority of men and women
teachers have one or two children. Most of the teachers who have three or more children are men. It is also interesting to note that wives of all the men teachers, who have three or more children, are either housewives or school teachers. On the other hand, spouses of a large percentage of women teachers who have one or two children are in senior administrative service and senior liberal professions. This implies that if women are highly educated and are working, they are most likely to limit the size of the family. What does not fit into the pattern are the three women teachers with three children whose husbands are in senior managerial and administrative posts. It is expected that these men would be highly educated and since they are married to equally highly qualified working women, they would have lesser children. This may perhaps be due to the fact that the first two children were either boys or girls for which they wanted a third child.

Careful analysis also reveals that proportionately more men than women teachers have larger number of children in the higher age groups whereas women teachers have more children than men in the lower age groups. Moreover, it is found that the proportion of women teachers with dependent children is lesser than men teachers. In addition, women teachers have also lesser number of dependent children than men teachers. The possible reason may be that women are married earlier than men. All these considerations point to the fact that the
present socio-economic status of women teachers in our study is higher than that of men teachers.

A careful analysis also reveals that women teachers have a higher socio-economic background than men teachers. Teaching provides social mobility for men but not for women. Our study also is in conformity with earlier studies where we find that a majority of women teachers come from families with higher educational and occupational background and also from higher income groups in comparison to men teachers.

**Occupational background**

In the training colleges of our study there are more men than women teachers who secure higher positions in the occupational ladder which may be due to their early entrance in the profession and also for higher educational qualifications. Since professional commitment of teachers may depend on the stability of their career pattern, analysis was made on the duration of service of our respondents. It is noted that duration of service of a significant percentage of teachers is 15 to 20 years or even for a longer period. Such a long duration of service may help in developing a favourable attitude and commitment to the profession. It was found that women teachers have lesser duration of service than men teachers. This may be due to the fact that women teachers are late entrants in the profession. Also it may be because of the reason that now-a-days teaching profession may not be the first choice for men since there are many lucrative openings before them. Consequently there are more women teachers than men of younger age groups with lesser duration of service whereas more men teachers than women of higher
Age groups are found with longer duration of service. Further, there are proportionately, more married women than men teachers with lesser duration of service, while the proportion of married men teachers is higher than women teachers in longer duration of service. Again, it was expected that unmarried women teachers may be in the initial stages of their occupational career and so their duration of service will be less. But our analysis shows that unmarried women teachers in our study are also teaching for a long period. In addition, it is found that a significant percentage of teachers are holding their present rank for more than 15 to 20 years and as a result a large proportion of teachers are in the income group of Rs.2,001 - Rs.3,000. This implies that chances of promotion in the occupational career of teachers in these colleges are very low.

Our analysis shows that a significant percentage of men and women teachers have changed their jobs only once or twice. Among teachers who have changed their jobs five times or more, the proportion of men teachers is higher than women. This may be justified by the fact that since teaching is generally the last preference for men, they may have changed their jobs many times and more frequently than women teachers for better prospects and career. It was also noted that a majority of women teachers, married and unmarried have changed their jobs only
once or twice and there are proportionately more married men than married women teachers who have changed their jobs for more than three times.

Again, break in the occupational career may bring instability which may develop a negative attitude and lack of commitment to the profession. A significant proportion of men and women teachers, both married and unmarried had no break in their occupational career. Further, unmarried women teachers and most of the married men teachers had breaks in their career for further study and research. This may be due to the fact that since men are the bread winners of the family, they are generally in a privileged position to enrich their career through further study and research. On the other hand, a small percentage of women teachers had to give up their jobs for some time for marriage or maternity or household problems. Breaks were also created when a small section of women teachers left their jobs due to transfer of spouse or parents or because of their own transfer to a far off place.

An attempt was also made to analyse the nature of the first and last job of our respondents. For a large section of teachers, teaching in school was the first job. This is significant because it may develop a favourable attitude towards teaching. A small section of teachers who had their first job in non-teaching situations are all men teachers. The absence of women
teachers in the above case is justified because for women teaching is the most preferred profession. It is also noted that a significant percentage of teachers had also their last job in school from where they have joined their present institutions. This signifies that these teachers have undergone upward mobility in their occupational career which is generally expected to be not so easy. Further analysis about the reason for leaving the first and last jobs reveals that a significant percentage of teachers had left their first and last jobs for better prospect and better conditions of service. There are proportionately more men than women teachers in the above cases. Again it is found that more teachers have left their first job for further study and research than the last job. In addition, it is noted that a small section of teachers have left their first and last jobs for marriage/maternity/household problems or for transfer/transfer of spouse or parents. In the above cases the proportion of women teachers is much higher than that of men teachers.

From the above analysis of occupational background of teachers it is clear that women teachers have not changed jobs more often than men, nor experienced for more breaks in their career. They have also not left jobs, as often as we expected, for marriage/maternity/household problems or for transfer of spouse or parents. This may perhaps be due to the fact that spouses of our women respondents are well-placed in their occupational life and are perhaps working in non-transferable service. Moreover, the high socio-economic status of women teachers may have lessened their household problems and con-
tributed to the stability of their occupational career.

**Career choice**

An analysis was made regarding the process of selection among occupations of our respondents. For a large majority of men and women teachers teaching was the first choice. This is significant. Since the teachers actually could attain the occupation they choose, they may have developed job satisfaction and favourable attitude towards the profession which leads to professional commitment. Surprisingly, as many men as women preferred teaching as a first choice, since teaching is one of the most preferred occupation for women. We expected much less men to opt for teaching as a first choice. This finding does not fit in with the results of earlier studies and needs some explanation. This may be due to the fact that in our study men teachers have lower social background and for them even college teaching has provided upward social mobility. Secondly some of them may be reluctant to admit that teaching was not their first choice.

For a very significant percentage of teachers, both men and women, teaching was not only the first choice but it was also their voluntary choice which may also develop a positive orientation to teaching. Our data does not reveal any difference between men and women teachers. However, teaching is generally the most preferred and voluntarily chosen occupation for women but not for men.
When we probed into the reasons for voluntary choice of the profession, we find that for a majority of our respondents the reasons are pleasure or satisfaction in teaching and also intellectual challenge inherent in the profession. What does not fall in with our expectation is that very few women teachers mentioned that they preferred teaching as it offers a good career for women.

Influence of family, teachers and friends in the occupational choice process is also reflected in our study. It is noted that members of the family, especially parents, exercise considerable influence on a large percentage of teachers. The proportion of women teachers is higher than that of men teachers in the above case. This may be justified by the fact that women are generally encouraged by their parents and other members of the family to take up teaching profession while men, as the bread winners of the family, are persuaded to take up more rewarding occupations.

The teachers generally do not like to change the profession if they could attain the desired profession. In our study a very significant proportion of men and women teachers are not willing to change the profession. Of course the absence of job mobility may be a very important consideration for their unwillingness to change the profession.

In our attempt to analyse the extent of job satisfaction of our respondents, which also develops from the attainment of
the desired profession, we find that a very significant percentage of teachers' perception is that they are successful in the teaching profession. It is interesting to note that the proportion of men teachers who consider themselves very successful is much higher than women teachers. Does it have something to do with their self-concept, confidence and self-perception that are internalised through the socialisation process? This deserves further probe.

**Academic freedom and institutional set up**

The professional commitment of teachers depends largely on the academic freedom of the institution and academic freedom enjoyed by the teachers is greatly determined by the character of its administration. According to a very significant proportion of teachers, their organisation is democratic which generally favours academic freedom and thereby fastens professional development. A smaller proportion of teachers feel that organisation is not democratic where academic freedom does not exist and eventually professional enrichment of teachers is blocked.

Since the teachers are involved in various activities at three levels - in the institution, at the department and university - an attempt was made to analyse how far the teachers actively participated in all or any of the three levels. It is noted that the participation of the teachers is highest in the department and lowest in the university. It was also found
that participation of a significant percentage of men and women teachers is above average in the department but in the institution and in the university there are more men than women teachers whose participation is above average. Consequently, the proportion of women teachers who have low participation at the university is much higher than men teachers. This may be due to the fact that men teachers have more time to extend their participation in various activities outside the department which women teachers do not have. This may also be a reflection of the lack of self-confidence and self-concept of women for which they generally restrict their activities to the department.

An attempt was also made to find out the teachers perception about how much academic autonomy they enjoyed in the institution, department and university. It was noted that academic autonomy is highest in the department and lowest in the university. A larger proportion of men than women teachers perceive that they enjoy "a great deal of" academic autonomy in all the three spheres. But proportionately more women than men teachers are of opinion that they enjoy "quite a bit" academic autonomy in the institution as well as in the department. It was also noted that a much larger percentage of women teachers in comparison to men believe that there is no academic autonomy in the university.
A very significant proportion of men and women teachers pointed out that decisions regarding academic matters in their institutions are made by all the faculty members which signifies the democratic set up of the institutions encouraging active participation and academic autonomy of the teachers.

An attempt was made to locate the different dimensions of academic freedom. Freedom of publication is one such dimension. A significant percentage of teachers stated that they have the privilege of publication of books/papers without the permission of the head of the institution. The teachers who do not enjoy this freedom are all teaching in the government colleges where the permission of Directorate of Public Instructions is needed for the purpose. This signifies that the teachers of non-government colleges, missionary colleges and at the university enjoy more academic freedom in this respect than those who are in the government colleges.

The availability of study leave for higher study, for field work or for library consultation through which the teachers can attain professional development is another dimension of academic freedom. The proportion of teachers who are of the opinion that their institutions provide opportunities for study leave is quite significant. This may be due to the fact that a large percentage of teachers are teaching in colleges with democratic administration which generally afford more opportunities for academic freedom than bureaucratic organisations. But the percentage of teachers who actually availed opportunities of study
leave is not significant where proportion of women teachers
is even much lesser than men. The underlying reason may be
that some of the teachers have not availed the opportunity
of study leave because they are satisfied with their present
intellectual resource and are not eager for professional
enrichment through continuous development of knowledge. Besides
this, it was also revealed in the course of our interview that
some of the teachers, specially women, could not avail of such
leave because of their various domestic commitments.

Teachers can refresh or update their knowledge by attending
seminars, conferences etc. It was noted that although opportu-
nity for study leave is not granted by all institutions, academic or duty leave for attending seminars, conferences etc. is
granted by all teacher training colleges under Calcutta Univer-
sity. But our analysis reveals that the facility is more on
paper since some teachers stated in the course of our interviews
that sometimes college authorities where reluctant to release
the teachers for attending seminars etc. on the ground of aca-
demic loss of the students. Some teachers of the government
colleges pointed out that sometimes it was due to the red-tapism
of the government that they could not attend the seminars.

Further probe reveals that more than one-third of the teachers
availed of the leave for 3-5 times and the proportion of men
and women teachers is almost equal. But the proportion of
women teachers is much less than that of men teachers in avail-
ing of leave for more than 5 times. Again, it was found that
when the total duration of duty leave is short, that is, 15 days, the proportion of women teachers is higher than that of men; but for longer duration they are proportionately lesser than men teachers. This situation may be explained by the fact that it is difficult for women teachers to attend seminars frequently or for longer period because of their duties and responsibilities to the family. Also when the seminar is not locally organised women cannot stay away from the family for a longer period for the same reason.

Financial assistance may be needed by the teachers for attending seminars etc. and availability of such assistance is another dimension of academic freedom. The teachers may get such assistance either from their own institutions or from the government or from the university in case the sponsoring agency does not provide the same. A very significant percentage of teachers could not avail of this financial assistance either for some personal difficulties or because they could not get any assistance either from their own college or from the government or from the university. Among teachers who availed of such assistance, the proportion of women teachers is much less than men.

A congenial institutional set up encouraging academic freedom develops job satisfaction among the teachers and eventually strengthens commitment to the institution for which the teachers generally do not like to change their place of work. It is interesting to note that in our study a large proportion of men and women teachers, almost equally distributed, mentioned
that they could be equally satisfied in some other college or university which signifies lack of commitment to the institution in which they serve for some reason or other. Among those who do not like to change women teachers are proportionately higher than men. The possible reason may be that women teachers cannot change their place of work even if they lack job satisfaction and do not like their place of work. Women generally move when their husbands or parents move.

It was also thought to be interesting to analyse the academic freedom of the teachers in colleges of different management, different status and different types. In case of colleges of different management it was found that majority of teachers, both men and women, enjoy low academic freedom in the government colleges. In the non-government colleges, on the other hand, majority of men teachers enjoy medium and high academic freedom whereas majority of women teachers in these colleges enjoy medium and low academic freedom. In case of missionary colleges, a greater proportion of men and women teachers enjoy high academic freedom. Thus results of our study are not in conformity with Gaudino\(^1\) who stated that academic autonomy is not inhibited in the government colleges. Also our analysis does not conform with Sinha\(^2\) who says that

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today missionary colleges inhibit academic freedom although it had a high record in the past.

In case of perceptions of academic freedom in colleges of different status it was noted that a greater proportion of men and women teachers in the exclusively teacher training colleges perceived that they enjoyed low academic freedom. In the B.Ed. department of general colleges, on the other hand, a greater proportion of men teachers thought that they enjoyed high academic freedom while a majority of women teachers in these colleges thought that they enjoyed medium and high academic freedom. Further, in the B.Ed. department of Calcutta University most of the teachers felt that they enjoyed medium academic freedom. What does not conform with our expectation is that teachers of the university, which is the highest centre for the advancement of learning, must be provided with all the opportunities for academic freedom so that they can contribute their best for professional enrichment. In other words, teachers of the university must enjoy high academic freedom not average one. Moreover, in our study teachers of exclusively teacher training colleges enjoy less academic freedom than those teaching in the B.Ed. department of general colleges. The possible reason may be that some exclusively teacher training colleges are government colleges where academic freedom is low. Moreover, general colleges which have B.Ed. departments, may provide high academic freedom to the teachers of all departments including the teachers of the B.Ed. department.
As regards academic freedom of teachers in different types of colleges it is noted that in the men's colleges majority of men teachers enjoy low academic freedom. On the other hand a greater proportion of women teachers in the women's colleges enjoy medium academic freedom. In the co-education colleges a differentiation among men and women teachers is noted. Here majority of men teachers enjoy medium and high academic freedom in comparison to women teachers in these colleges, majority of whom enjoy medium and low academic freedom.

**Professional involvement**

Professional involvement has various dimensions. One such dimension is involvement in research and teaching. Our study reveals that interests of both men and women teachers leaned more towards teaching than towards research. Moreover, some percentages of teachers are interested only in teaching where the proportion of women teachers is higher than that of men teachers. This situation may be justified by the fact that involvement in research needs extensive and intensive study and much time to be devoted for the purpose which women teachers generally do not have because of their domestic responsibilities.

Publication of books, text books and articles is another dimension of professional involvement. It was noted that a large percentage of teachers had no publication of books and
text-books. Here the proportion of women teachers is much higher than that of men teachers. Teachers had published more text-books than books and men teachers had more publication of books and text-books than women teachers. Further, it was found that one-third of our respondents had not written and published any article in educational and professional journals and men teachers had published more articles than women teachers.

Participation in seminars and conferences, national or international is one important dimension of professional involvement. Our analysis shows that although participation in international seminar is not significant, a large percentage of teachers participated in national seminars. A segment of our respondents, however, have not attended any seminar, national or international, and here women teachers are proportionately larger than men teachers. Interviews with our respondents reveals that it was due to various domestic problems that women teachers had less publications and also could not attend seminars and conferences in many cases.

Another important dimension of professional involvement relates to total hours per week devoted by the teachers for preparation of teaching, advising and counselling students and for research and scholarly writing. It was found that half of our respondents spend 9-16 hours for preparation of teaching, although the proportion of women teachers is lesser than that of men tea-
chers in spending 9-16 hours for preparation of teaching, there are proportionately more women than men teachers in spending longer hours i.e. 17-34 hours for the purpose. Again, more than one-third of our teachers spend 5-8 hours for advising and counselling students. Although the proportion of women teachers is higher than that of men teachers in the above case, they are proportionately lesser than men teachers in spending longer hours for advising and counselling students. Further, a section of teachers do not spend any time for research and scholarly writing. The proportion of women teachers is higher than that of men teachers. It is also noted that women teachers are proportionately lesser than men teachers in devoting time for research purpose. From the above analysis it may be inferred that although the proportion of women teachers is lesser than that of men teachers in spending longer hours for research work or for advising and counselling students, they are proportionately higher than men teachers in devoting longer hours for preparation of teaching. Whatever time they get, they spend most for preparation of teaching and least for research work.

Membership in teachers' organisation is considered to be another dimension of professional involvement. Most of our respondents are members of teachers' organisations - local, state or national. Half our respondents, who are not teachers of government colleges, are members of West Bengal College University Teachers' Association (W.B.C.U.T.A.). Teachers of
government colleges are members of West Bengal Government College Teachers' Association (W.B.G.C.T.A.) or All Bengal Government College Teachers' Association (A.B.G.C.T.A.). The above two associations, i.e., W.B.C.U.T.A. and W.B.G.C.T.A., are most prominent teachers' organisations in West Bengal. Teachers of Calcutta University have their separate association, known as, Calcutta University Teachers' Association (C.U.T.A.), which plays an important role in influencing academic and administrative aspects of the university. Some teachers who are members of above organisations, also belong to the national organisation of teachers which is known as All India Federation of University and College Teachers' Organisation (A.I.F.U.C.T.O.). A small section of teachers are not members of any teachers organisation on the ground that such organisations have not been able to safeguard the interests of the teachers from administrative hazards, in securing the professional development of the teachers and also raising their social status. The proportion of women teachers is higher than that of men teachers in the above case.

Mention should also be made of the membership of the teachers in learned societies which is considered to be another dimension of professional involvement. It is found from our study that a large percentage of teachers, almost equally distributed among men and women are not members of any learned society. Only a small segment of teachers are members of Indian Science Congress and other scientific societies or of historical/geographical/philosophical/educational societies.
Professional commitment

The present work attempts to make a comparative study of the professional commitment of men and women teachers. It is generally presumed that men have higher professional commitment than women teachers. But our data do not confirm this. Our analysis reveals that slightly more women teachers have high professional commitment than men teachers. This, however, confirms our hypothesis that "there may be a difference in the professional commitment of men and women teachers".

The administrative and organisational set up of the colleges - their management, status and type - may have some impact on the professional commitment of teachers. With regards to management of the colleges it is found that a majority of men teachers in the government colleges have low and medium professional commitment whereas a greater proportion of women teachers serving in these colleges have high and medium professional commitment. In the non-government colleges, on the other hand, most of the men teachers are found to have high and medium professional commitment, while a significant segment of women teachers possess low and medium professional commitment. In the case of missionary colleges, larger proportion of men teachers are found to possess low and medium professional commitment in comparison to a substantial proportion of women teachers who have high and medium professional commitment.
So far as the status of the college is concerned it is noted that in the exclusively teacher training colleges, a majority of men teachers have low and medium professional commitment whereas a majority of women teachers in these colleges have high and medium professional commitment. On the other hand, in the education departments of general colleges most of the men teachers have high and medium professional commitment; whereas in the case of women teachers we find that a substantial proportion of them possess low and medium professional commitment.

Proportionately more women teachers in women's colleges have high professional commitment than women teachers teaching in co-education colleges. This finding does not confirm our hypothesis that "there will be no difference in the professional commitment of women teachers teaching in women's colleges or in co-education colleges". On the other hand there are slightly more men teachers with high and medium professional commitment in co-education colleges than those teaching in men's colleges.

Professional commitment may also vary with age. It is generally expected that women teachers are more professionally committed in their middle age than younger age with the gradual lessening of family responsibilities. Our study also confirms our expectation as we find that proportionately more women teachers have high professional commitment in their middle age than younger age. In the case of men teachers there is not much variation and their professional commitment
remains almost consistent in all age groups which is either medium or low. Thus our hypothesis that "higher the age, higher will be the professional commitment", is confirmed in the case of women teachers whose professional commitment becomes high in higher age groups; whereas in the case of men teachers the hypothesis is not confirmed.

Marital status is one important variable which may have influence on the professional commitment of teachers. It is noted that unmarried men teachers have medium professional commitment while a majority of unmarried women teachers have high and medium professional commitment. In the case of married teachers, it is expected that men teachers may have higher professional commitment than women teachers since for women household commitments are of primary importance. Our findings, however, do not confirm our expectations. In our study it is found that proportionately more married women teachers have higher professional commitment than married men teachers. However, these findings confirm our hypothesis that "marital status being the same, professional commitment of men and women teachers may vary".

Socio-economic status (SES) of our respondents is another significant variable influencing professional commitment of teachers. In our study it is noted that there are proportionately more men and women teachers with high social background (SES)
and high professional commitment than those who have low social background and low professional commitment. This also confirms our hypothesis that "higher the social background higher may be the professional commitment" of our respondents.

Our respondents may have chosen the profession voluntarily or involuntarily and voluntary/involuntary choice of the profession may influence the professional commitment of teachers. From our analysis it is seen that when the profession is chosen voluntarily, the proportion of teachers who have high professional commitment is higher than those who have low professional commitment. Further, slightly more women than men teachers have high professional commitment when the choice of the profession is voluntary. In addition it may be mentioned that in the case of neutral or involuntary choice, there is none with high professional commitment. Thus our hypothesis is confirmed that "higher may be the professional commitment when the choice of the job is voluntary".

The respondents may have changed their jobs frequently or not and such few or frequent changes of jobs may have some impact on the professional commitment of teachers. It is found that when the teachers had made one or two changes of jobs in their occupational career, proportion of men teachers with high professional commitment is slightly higher than that
of women teachers. But in case of more frequent changes of jobs, there are proportionately more women teachers with high professional commitment than that of men teachers. This situation may be explained by the fact that since teaching is the most preferred profession for women, professional commitment of women teachers does not lessen even with frequent changes of jobs. This finding confirms our hypothesis that "change of jobs may affect the professional commitment of men and women teachers differently".

Academic freedom of the institutions is one important variable which may influence the professional commitment of our respondents. It is found that professional commitment of teachers is not dependent on academic freedom. There were proportionately more teachers with low academic freedom and low professional commitment than those with high academic freedom and high professional commitment. We may infer, therefore, that professional commitment of both men and women teachers do not become high even when academic freedom is high. However, if they have low academic freedom, they are more likely to have low professional commitment. Thus our hypothesis that "greater the academic freedom, higher may be the professional commitment of teachers" is not confirmed.

As mentioned earlier professional involvement is one significant aspect of professional commitment. Our study reveals
that there are proportionately more women than men teachers with high professional commitment whether professional involvement is high or low. It is also noted that the proportion of men teachers with low professional commitment is much higher than that of women teachers even when the professional involvement is high. This may be due to the fact that in some cases it may not be possible for women to be highly involved in professional work due to their household responsibilities, yet they are more professionally committed than men teachers.

Since teachers' organisations aim to secure professional development of teachers, it is presumed that membership of such organisations will enhance the professional commitment of teachers. Our study shows that no definite relationship emerges between membership in teachers' organisation and the professional commitment of teachers. Nevertheless, there is a tendency that teachers who are members of teachers' organisations are likely to have low professional commitment. It is understandable in the context of the politicisation of unions and their utter disregard for professional commitment and accountability. Our analysis also reveals that most of the women teachers who are not members of any teachers' organisation are likely to have either medium or high professional commitment in comparison to men teachers who have low or medium professional commitment.
Conclusion

Our study attempt to analyse how far the professional commitment of our respondents may be influenced by certain factors such as, present social status and social background of teachers, their occupational background, career pattern and academic freedom of the institutions in which they work. From our analysis it is found that majority of women teachers have higher socio-economic status than men teachers. Most of them have also higher social background than men. They have also lesser number of children than men teachers. Only a few women have three children perhaps because of the fact that the first two children are either sons or daughters and so they wanted a third one. It is also noted that majority of women teachers perceive that they are not very successful in the teaching job although it is voluntarily chosen by them. Further, most of the women teachers mainly restrict their activities within their departments and institutions but do not actively participate in the activities of the university. In addition, although academic freedom in the form of study leave, academic/duty leave for attending seminars, conferences etc. financial assistance for attending seminars etc. is granted by different institutions, the proportion of women teachers is much lesser than men in actually availing of the same. Does it have something to do with the self-concept, confidence and self perception of women which are internalised through the process of socialisation? Let us probe into the matter.
The process of socialisation is basically the process of construction of a woman's identity in the home. This process of internalisation begins at birth and moulds the self perceptions and attitudes to education and work. They are conditioned to sacrifice their own goals and ambitions, deny themselves their legitimate rights and surrender any resource which might contribute to their independence. They are always told to adjust, accept, accommodate and be dependent on men for support. This is hardly conducive to the development of self-confidence, initiative or independence. These values and attitudes also means that girls are often given less education than boys. For a young girl marriage and upbringing of children are considered the only life-long activity and education is imparted either to make her a better wife and mother or to secure a better husband. These attitudes are reflected too on the courses and curricula offered to women. These are not designed to equip girls with specialised training for a job. If employment is at all considered for a women, it was seen merely as a temporary occupation till marriage. This conditions not only women's own aspiration but also their judgement of their capacities, choice of occupation or career.

However, the process started by women's education was not fruitless and intellectual awakening and economic independence
of women may have created conflict with the prevailing social norms and values. Over the post century, despite the rapid participation of women in education at various levels and employment, the views on what constitute femininity have not changed much. Consequently, the influence of education in bringing about changes in the thought process, aspiration levels and status of women is severely constrained by prevailing notions on how a girl should be socialised. There is still a difference in the perceptions of what it should mean for a boy and for a girl. A societal ideology based on male superiority in decision-making and control affects the self-perception of women. This necessarily limits the nature and extent of change possible through education. The process of socialisation is so intertwined in the women's lives that it determines motivations, expectations, perceptions and attitudes of women as students and as teachers. In fact, the process of socialisation begins at home, enters the school and spreads to the world of work. The construction of femininity is continuous and girls and women are moulded in subtle ways so that their educational and employment choices are limited and movement is directed. Formal education is unable to change this direction.

An in-depth study was made on the professional involvement of teachers which is one dimension of professional commitment.
It was found that a larger proportion of men teachers have high professional involvement in comparison to women teachers. Low professional involvement of women teachers may perhaps be due to their various household commitments for which they are compelled to avoid many professional activities apart from teaching.

In the case of women teachers we find that although teaching was their first choice it does not necessarily follow that they will have high professional involvement. In fact, our data seems to raise the question whether professional involvement of teachers is related to the job or the perception about the career or the expectations of the social role that women have to play in society. The traditional social norms have inhibited the growth of self-concept and self-confidence of women which have compelled them to restrict their professional involvement, and to devote their life for family as daughter, housewife and mother.

The main point that emerges from this study is that professional commitment is a concept of many dimensions which demand professional involvement of teachers. The idea of professional involvement is a male oriented individual centered concept borrowed from western society. It is male oriented because woman finds herself in a male constructed world in which man is the subject and her total existence from birth to death is circumscribed by and subservient to man. The family with
its male dominated authority structure is defined as the proper place for women, while for men their role as earner is considered of primary importance. It is in this male constructed patriarchal system that men and women are socialised, which men and women have deeply internalised. In this world men may devote twenty four hours for professional work and women have to look after the family. That family also needs the attention and care of men is not recognised. Such a concept of professional involvement borrowed from the concrete conditions of western society emphasises individual advancement at the cost of family.

It seems that all the parameters of professional commitment and professional involvement which are discussed earlier needs to be revised specially in the Indian context. In fact, publication or membership of teachers' organisation may not be good indicators of professional commitment. There are several examples of good teachers who may not publish or may not be members of teachers' organisation but atill they may be excellent teachers. A careful review reflects that it is "student evaluation" which could give us a better picture of professional commitment of teachers. This will be a fruitful area of inquiry and research in future.